

Black Street Elementary

120 Smith street
Walterboro, SC 29488

Grades K-5 Elementary School

Enrollment 491 Students

Principal Daniel D. Green 843-549-7702

Superintendent Charles W. Gale Jr. 843-549-5611

Board Chair Mr. Miles Crosby 843-549-5715

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	7	45	71	15

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Average	Average	No
2004	Average	Below Average	Yes
2005	Below Average	Unsatisfactory	No

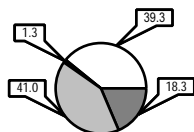
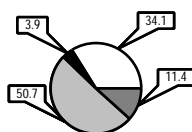
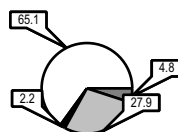
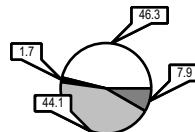
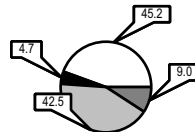
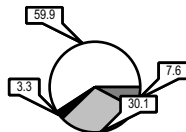
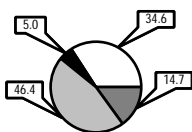
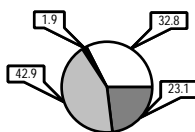
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	249	98.8	39.3	41.0	18.3	1.3	29.3	Yes	Yes
Gender									
Male	134	99.3	43.9	35.8	19.5	0.8	27.6		
Female	115	98.3	34.0	47.2	17.0	1.9	31.1		
Racial/Ethnic Group									
White	43	97.7	25.7	42.9	28.6	2.9	48.6	I/S	Yes
African American	201	99.0	41.8	40.7	16.4	1.1	25.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	201	99.5	38.2	41.9	18.3	1.6	31.2		
Disabled	48	95.8	44.2	37.2	18.6	0.0	20.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	249	98.8	39.3	41.0	18.3	1.3	29.3		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	244	98.8	39.3	41.1	18.3	1.3	29.5		
Socio-Economic Status									
Subsidized meals	218	99.1	42.5	40.0	17.0	0.5	26.0	No	Yes
Full-pay meals	31	96.8	17.2	48.3	27.6	6.9	51.7		

Mathematics – State Performance Objective = 36.7%									
All Students	249	99.2	33.9	50.9	11.3	3.9	30.0	Yes	Yes
Gender									
Male	134	99.3	38.2	50.4	7.3	4.1	26.8		
Female	115	99.1	29.0	51.4	15.9	3.7	33.6		
Racial/Ethnic Group									
White	43	97.7	17.1	54.3	17.1	11.4	57.1	I/S	Yes
African American	201	99.5	37.9	49.5	10.0	2.6	24.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	201	99.5	30.1	52.7	12.4	4.8	33.9		
Disabled	48	97.9	50.0	43.2	6.8	0.0	13.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	249	99.2	33.9	50.9	11.3	3.9	30.0		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	244	99.2	34.7	50.2	11.1	4.0	29.8		
Socio-Economic Status									
Subsidized meals	218	99.5	37.3	50.2	9.5	3.0	24.4	No	Yes
Full-pay meals	31	96.8	10.3	55.2	24.1	10.3	69.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	249	99.2	64.8	28.3	4.8	2.2	7.0
Gender							
Male	134	99.3	70.7	22.8	5.7	0.8	6.5
Female	115	99.1	57.9	34.6	3.7	3.7	7.5
Racial/Ethnic Group							
White	43	97.7	37.1	42.9	11.4	8.6	20.0
African American	201	99.5	70.0	25.8	3.7	0.5	4.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	201	99.5	60.2	32.3	4.8	2.7	7.5
Disabled	48	97.9	84.1	11.4	4.5	0.0	4.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	249	99.2	64.8	28.3	4.8	2.2	7.0
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	244	99.2	64.9	28.4	4.9	1.8	6.7
Socio-Economic Status							
Subsidized meals	218	99.5	67.7	26.9	3.5	2.0	5.5
Full-pay meals	31	96.8	44.8	37.9	13.8	3.4	17.2

Social Studies							
All Students	249	99.2	46.1	44.3	7.8	1.7	9.6
Gender							
Male	134	99.3	47.2	44.7	6.5	1.6	8.1
Female	115	99.1	44.9	43.9	9.3	1.9	11.2
Racial/Ethnic Group							
White	43	97.7	28.6	54.3	11.4	5.7	17.1
African American	201	99.5	50.5	41.6	7.4	0.5	7.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	201	99.5	41.9	48.4	7.5	2.2	9.7
Disabled	48	97.9	63.6	27.3	9.1	0.0	9.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	249	99.2	46.1	44.3	7.8	1.7	9.6
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	244	99.2	47.1	43.6	8.0	1.3	9.3
Socio-Economic Status							
Subsidized meals	218	99.5	47.3	45.3	6.5	1.0	7.5
Full-pay meals	31	96.8	37.9	37.9	17.2	6.9	24.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	63	98.4	14.8	41.0	42.6	1.6	44.3
	4	102	99.0	42.1	42.1	15.8	N/A	15.8
	5	91	100.0	37.1	56.2	6.7	N/A	6.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	84	97.6	21.1	44.7	31.6	2.6	34.2
	4	72	98.6	49.2	36.5	14.3	0.0	14.3
	5	93	100.0	46.6	42.0	10.2	1.1	11.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	63	98.4	14.8	63.9	16.4	4.9	21.3
	4	102	99.0	29.5	55.8	11.6	3.2	14.7
	5	91	100.0	39.3	49.4	10.1	1.1	11.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	84	97.6	25.0	57.9	13.2	3.9	17.1
	4	72	100.0	40.6	43.8	12.5	3.1	15.6
	5	93	100.0	36.4	50.0	9.1	4.5	13.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	84	97.6	60.5	35.5	3.9	0.0	3.9
	4	72	100.0	67.2	26.6	1.6	4.7	6.3
	5	93	100.0	67.0	22.7	8.0	2.3	10.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	84	97.6	30.3	57.9	11.8	0.0	11.8
	4	72	100.0	43.8	45.3	10.9	0.0	10.9
	5	93	100.0	61.4	31.8	2.3	4.5	6.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 491)				
First graders who attended full-day kindergarten	100.0%	Up from 84.7%	100.0%	100.0%
Retention rate	7.5%	Up from 7.1%	3.9%	3.0%
Attendance rate	95.6%	Down from 95.9%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.7%	Down from 10.2%	6.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.9%	Down from 9.8%	5.4%	3.2%
Eligible for gifted and talented	5.5%	Up from 4.5%	4.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.4%	Up from 12.1%	8.1%	8.2%
Older than usual for grade	4.1%	Up from 3.6%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Up from 0.0%	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	56.8%	Down from 59.0%	50.6%	52.6%
Continuing contract teachers	81.1%	Down from 92.3%	76.4%	83.3%
Highly qualified teachers	89.2%	Down from 90.9%	92.3%	93.5%
Teachers with emergency or provisional certificates	3.2%	Up from 2.7%	2.5%	0.0%
Teachers returning from previous year	79.9%	Up from 79.3%	83.4%	87.0%
Teacher attendance rate	94.6%	Down from 99.3%	94.9%	95.0%
Average teacher salary	\$38,782	Down 0.5%	\$40,422	\$41,703
Prof. development days/teacher	9.8 days	Up from 9.1 days	13.5 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Up from 16.1 to 1	16.5 to 1	18.8 to 1
Prime instructional time	88.2%	Down from 94.9%	88.8%	89.8%
Dollars spent per pupil*	\$5,653	Up 11.6%	\$7,383	\$6,242
Percent of expenditures for teacher salaries*	71.8%	Down from 72.5%	63.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	78.4%	Up from 77.6%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	100.0%		89.4%	
Highly qualified teachers in high poverty schools	91.2%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Black Street Elementary serves 450 students in grades K-5 and 66 special needs students. Teachers use a variety of instructional materials and strategies to meet the individual needs of each child. By ensuring that our teachers are highly qualified, maintaining high expectations for all children, and incorporating best practices throughout the curriculum, our students are and will be better prepared to succeed in a challenging academic environment. Therefore, our students will be able to compete in our rapidly changing world.

This year our focus on educational improvement included: raising performance levels for all students by increasing academic rigor throughout the curriculum, providing and participating in a variety of community related service learning opportunities, and using technology to strengthen skills and broaden students' ability. We expanded our Orchard computer-assisted program by purchasing 18 computers and software. The school also started a 21st Century Afterschool Program that included over 200 students. The program expanded to include a summer camp. Thanks to the dedication of our PTO and School Improvement Council, our volunteer program was strengthened and expanded to 637 hours. A newsletter was sent home monthly to inform parents of school events and news. We formed a partnership with the Colleton County Library that provided educational programs at the school and the library itself. PTO funds provided curtains for the stage, a sound system, and paint for the school and the mobiles. The fifth grade donated \$2,000 to the Colleton County Senior Center for meals on wheels. The Darwin Walker Foundation donated \$5,000 to the library to purchase materials.

The challenges that continue to face us require the combined efforts of all those dedicated to the success of every student at Black Street. Closing the achievement gap and knowing that every child is achieving to his or her greatest potential remains our top priority.

Daniel Green, Principal
Cassandra Shark, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	10	90	48
Percent satisfied with learning environment	70.0%	79.3%	82.2%
Percent satisfied with social and physical environment	60.0%	82.8%	73.3%
Percent satisfied with school-home relations	33.3%	83.9%	72.3%

*Only students at the highest elementary school grade level at this school and their parents were included.